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ABSTRACT

Neosho Community College (NCC) in Kansas developed an assessment program to measure changes in student learning and progress in courses and programs. The specific objectives of student assessment at NCC are to determine readiness for regular college courses; to determine proper placement; to assist students in meeting personal objectives; and to improve the effectiveness of curricular offerings. The primary areas assessed are communications, math, natural and physical sciences, and social and behavioral sciences. All first-time, full-time students taking 12 or more hours are tested, and if a student fails to meet the pre-established levels, he/she is required to enroll in the appropriate class or classes for remediation. First-time, full-time students are also required to complete a general education pre-test at a designated time. Primary instruments are the Collegiate Assessment of Academic Proficiency (CAAP) and a writing sample. After completing their program of study, students are retested as a requirement for graduation. In addition, every course satisfying a graduation requirement utilizes an instructor-determined measure of student gain to assess expected student outcomes as stated in the syllabus. The assessment plan satisfies accreditation questions posed by the North Central Association. For each of the components of the assessment plan, information is provided on the office with primary responsibility, approximate costs, and target population for testing. (ECC)

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ED 370 613

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

NEOSHO COUNTY COMMUNITY COLLEGE

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EXECUTIVE ABSTRACT

Placement
Placement testing is administered for all first-time, full-time students taking twelve or more hours. If a student fails to meet the pre-established levels, he/she is required to enroll in the appropriate class or classes for remediation. These classes must be completed satisfactorily before the student is allowed to matriculate to regular college sections.

Assessment of General Education
All first-time, full-time students must complete the testing for assessment of general education (pre-test) at a designated time. Primary instruments are the Collegiate Assessment of Academic Proficiency (CAAP) and an institutional writing sample. Upon completion of the students' experiences during a two-year program of study, the assessment is again administered (post-test) and statistically analyzed for significance of gain. Completion of the test is a requirement for graduation. Basic areas tested are those designated by the institution as general education: (1) communications, (2) math, (3) natural and physical sciences, and (4) social and behavioral sciences.

Course Assessments
Although CAAP and institutional writing samples comprise the major portion of the institutional assessment, the faculty and administration is desirous that such measures not be limited to general education outcomes. As a result, every course satisfying a graduation requirement utilizes an instructor-determined measure of student gain to assess expected student outcomes as stated in the syllabus. These measures are in addition to the normal testing efforts of the courses.

The complete plan has been reviewed by the North Central Association staff member assigned as liaison to the institution as well as by an on-site team. Although it is not totally apparent in abstracted form, a reading of the full institutional plan reveals that it considers and satisfies the five basic questions posed by the Assessment Plan Review (APR) process utilized by the North Central Association.

1. Clearly imbedded in the institutional objectives (purposes) are the necessity for proper placement, the provision for appropriate general education, and the provision for more specific courses of study -- the primary thrusts of the institutional plan for assessment of student academic achievement previously summarized. Although the scope of institutional purposes reaches well beyond the matter of student academic achievement, the college is committed to its basic function as a two-year community college and believes that its stated definition of general education is fully appropriate and central.

2. During the 1992-93 academic year, the Vice-President for Academic and Student Affairs and two faculty members attended a national seminar concerning assessment of student academic achievement. Following this initial step, faculty meetings and discussion groups were conducted to gain input regarding possible institutional approaches to a plan. With this input the plan was developed; however, it continues to

change and improve as it matures in its pilot stages. Faculty members have exercised complete control over the development of individual course assessment strategies (those courses which satisfy graduation requirements but which are not necessary in the realm of general education).

The expectation that the plan be institution-wide is met through the provision that all first-time, full-time students are pre- and post-tested at appropriate times.

3. Data from both the CAAP exam and the writing samples are analyzed by the Assessment Committee. Following this analysis, the information is given to the Vice President for Academic and Student Affairs for discussion chairs. Division chairs then take appropriate group information to their respective faculties who consider the results in called division meetings or committees. These considerations culminate in recommendations to the Curriculum Committee for change if deemed necessary. At this point, the Curriculum Committee arranges for joint sessions with the Assessment Committee if additional information or analysis is felt to be necessary before making final recommendations to the VP for Academic and Student Affairs. (Information appropriate to specific individuals is considered in discussions between division chairs and the individual involved).

In addition to its effect upon curricular decisions, data applicable to the entire college is gleaned jointly by the VP for Academic and Student Affairs and the Academic and Student Affairs Council for ideas which lend themselves to useful staff development activities.

Results of individual course assessments will initially be reported to Division Chairs who will confer with instructors concerning possibilities for improvement -- course content, objectives, methods of instruction, etc. In ensuing years Division Chairs will report results to the Vice President for Academic and Student Affairs who will analyze results across the institution to identify areas which might benefit from formal staff development activities.

4. The institution believes that the established timeline is both appropriate and realistic. (See Major Activities Timeline)

5. The institution believes that the plan provides appropriately for the administration of each assessment activity. The reader will note that each activity specifies an approximate budget, the specific person responsible for the activity, and the population of students involved.

ASSESSMENT
OF
STUDENT ACADEMIC ACHIEVEMENT

I COLLEGE MISSION

Neosho County Community College's mission is to respond to the changing educational and human needs of the community by making the opportunity available for quality higher education.

COLLEGE PURPOSES (see endnote 1)

The purposes of Neosho County Community College shall be:

1. To offer technical and college transfer degrees and vocational certificates and diplomas as well as continuing education courses and support services that prepare students for career and personal development.

2. To provide institutional integrity.

3. To provide functional facilities and human resources that support the educational programs of the college.

4. To offer educational opportunities that contribute to the economic development of the community.

5. To offer and participate in cultural, civic, educational, and other community activities.

II DEFINITION OF GENERAL EDUCATION (see endnote 2)

General education is viewed as the knowledge, perspectives, and skills which become a part of the educational experiences of all students, regardless of their chosen fields of study. Students who have fulfilled general education expectations at Neosho County Community College will be able to:

(1) demonstrate the knowledge and skills necessary to communicate effectively;

(2) demonstrate an ability to understand and utilize quantitative information;

(3) demonstrate an ability to understand and utilize the role and principles of scientific inquiry and knowledge; and

(4) demonstrate awareness of cultural and social diversity and the manner in which cultural differences impact human values and perceptions.

III PURPOSE OF ASSESSMENT AT NCCC

The purpose of assessment at Neosho County Community College is to describe changes in student learning and progress in institutional courses and programs.

IV INSTITUTIONAL ASSESSMENT COMMITTEE (see endnote 3, 14)

To determine if the expectations of the educational offerings have been met, a representative, standing committee was formed. The mission of the committee is to work with faculty, staff, and administration in the development and maintenance of an effective assessment program at Neosho County Community College. This program will include assessment of student academic achievement as well as all other services referenced in college purposes. The purposes of the committee are as follows:

(1) To coordinate the development, implementation, evaluation, revision, and supervision of the NCCC assessment plan;

(2) To oversee the creation, evolution, acquisition, and use of assessment instruments and procedures;

(3) To insure proper interpretation and dissemination of assessment results to appropriate constituencies;

(4) To insure proper monitoring of longitudinal data; and

(5) To effect appropriate changes in curriculum and instruction to improve desired learning outcomes.

V OVERVIEW OF PLAN

A. Assessment Objectives

1. To determine readiness for regular college courses
2. To determine proper placement
3. To assist students in meeting personal objectives
4. To improve the effectiveness of curricular offerings.

B. Primary Areas To Be Assessed

1. Communications
2. Math
3. Natural and Physical Sciences
4. Social and Behavioral Sciences

C. Assessment Measures

1. ASSET
2. CAAP
3. ACT
4. GPA's
5. Nursing Tests
   a. NET (Nurse Entrance Test) Reading and Math
   b. NLN (National League for Nursing)
      (1) Fundamental for Practical Nursing Students
      (2) Bridge – Nursing Mobility Profile I
      (3) Medical Surgical Nursing
      (4) Pharmacology
      (5) Maternity Nursing
      (6) Nursing the Childbearing Family
      (7) Psychiatric Nursing
      (8) Nursing of Children
      (9) Mosby's Unsecured Assess Test
   c. Unit Tests
   d. State Boards
6. Vocational Tests / Competencies: SOCAT
7. ACCUPLACER
8. Institutional Assessment of General Education – graduation requirement
9. Course Assessments (pre/post)
10. Student Satisfaction Survey
11. Graduate Follow-ups
12. Employer Satisfaction Surveys
13. Course Grades
14. Transfer success and GPA records
15. Advisory Committee reports
16. Drop/Withdrawal Surveys

Note: The variety of measures is used to address all aspects of the curriculum and to acquire data from as many perspectives as possible. Although no single measure can describe adequately the effectiveness of the institution, a multi-faceted design will more nearly approach an accurate picture.

VI ADMINISTRATIVE PROCEDURES AND RESPONSIBILITIES

A. Placement Testing

1. Procedures and Responsibilities
   a. All first-time, full-time students (12 or more hours) are assessed to determine readiness and proper course placement. Methods of assessment include high school records, ASSET scores, ACT scores, and/or ACCUPLACER scores.

   b. The Director of Admissions has responsibility for arrangements and proper dissemination of resulting information to all advisors.

c. Advisors counsel each student regarding proper coursework. If a student fails to meet the pre-established levels of admission testing, he/she is required to enroll in the appropriate class or classes for remediation. These classes must be completed satisfactorily before the student is allowed to matriculate to regular college sections. (see endnote 4)

d. Students enrolling in regular college classes are again assessed for proper placement in the early stages of each class. Instructors informally evaluate students, using methods appropriate to the individual class situation. If a student is deemed by the instructor to be improperly placed, the instructor counsels the student and makes the appropriate recommendation to the student's advisor.

e. Likewise, instructors in developmental classes take similar steps to correct improper placement if early data indicates that a student would be better served in a regular classroom setting.

Primary Responsibility: Director of Admissions
Approximate Cost: $500.00
Population: All entering students

B. Assessment of General Education

Overview: As previously stated, general education at Neosho County Community College is viewed as the knowledge, perspectives, and skills which become a part of the educational experiences of all students, regardless of their chosen fields of study. It is in this category that the bulk of the institutional assessment is found.

All first-time, full-time students must complete the testing for assessment of general education (pre-test) at the designated time(s). The pre-test is comprised of appropriate parts of the previously described measures, depending upon the educational goal of the student being tested (nursing, automotive, etc). Make-up test dates will be arranged as necessary by the Director of Admissions. Upon completion of the students' experiences during a two-year program of study, the assessment is again completed (post-test) by students preparing to graduate; completion of the test is a requirement for graduation. (see endnote 5)

As stated in V-B, "Overview of Plan," the basic areas to be tested for gain are (1)communications, (2)math, (3)natural and physical sciences, and (4)social and behavioral sciences. Primary instruments are Collegiate Assessment of Academic Proficiency (CAAP) and an institutional writing sample.

1. **CAAP:** One of the fundamental assumptions of the CAAP instrument is that much of its content is based on collegiate materials from the social sciences, natural sciences, and mathematics. It is designed to assess academic skills to include the areas of (a) writing, (b) reading, (c) math, (d) science, and (e) critical thinking. At this point, critical thinking is not

directly included as a component of general education assessment at NCCC. The CAAP test modules are relatively short (40 minutes each) and are available in multiple forms to provide more adequately for pre- and post-testing as well as exam security. Further, the instrument has the capacity to measure both individual and group achievement, thus providing greater information for institutional use. This instrument is used as one facet of pre- and post-test measures of student gain.

Procedures

For pre-test purposes, students are required to complete four segments of the CAAP test – objective writing, reading, math, and science. Each of these tests is designed for completion in forty minutes (see endnote 6). The remaining segment of the pre-test is administered as a writing assignment in English Composition 101 classes. This portion of the process is completed early in the semester, but is delayed to the extent that the students will have received adequate instruction to complete the assignment using word processors.

Although questions for the writing assignment are subject to constant review and revision, they typically resemble the following:

(1) Discuss the personal adjustments which you believe will be necessary during your college years due to religious, ethnic, and/or socio-economic factors not previously experienced to a significant degree. (The post-test sample might ask for the adjustments which have in fact been necessary).

(2) Discuss the manner in which you intend to establish your own identity in the changing religious, ethnic, and/or socio-economic conditions which you perceive to be facing you during your college experience.

(3) Students could be asked to respond to brief scenarios related to social and behavioral science situations.

At the designated test time for the post-test, the CAAP tests are again administered on designated testing days as with the pre-test (see endnote 7). The post-test writing sample,however, is administered in regular classroom settings and is included as a part of the class requirements to more nearly insure that students produce their best effort. Faculty members teaching these classes receive assistance in structuring writing assignments which are appropriate for class content as well as for the purposes of institutional assessment. These faculty members are responsible for grading the written assignments only as they relate to their individual course grading strategies.

For institutional purposes, however, nine faculty members are designated and trained as raters (holistic grading) for the pre- and post-writing samples. The group of nine is divided into teams of three each. Papers are separated arbitrarily into three groups and are assigned to a rater team. When each rater has evaluated each paper in his group, the paper groups are then rotated to another team where they are again scored.

When each paper has been scored by two raters, those papers having scores varying by more than three points are assigned to a third reader whose assessment determines the two most similar scores to be used for the paper. Resulting scores are then analyzed for significance of gain or loss.

Primary Responsibility: Director of Admissions
Approximate Cost: $1,800.00
Population: All first-time, full-time students

2. **Institutional Writing Sample:** Although the CAAP test affords a measure of student writing ability, NCCC believes that student achievement in this area is best assessed by direct evaluation of student writing samples. These samples are obtained during a designated forty-minute session as described above. The purpose of this test activity is twofold: (1) to assess student gain in writing ability and (2) to assess student gain in awareness of cultural and social diversity and the manner in which cultural differences impact human values and perceptions. Raters assign numerical values for each of the two areas. The sample is taken as both a pre- and post-test measure.

As previously stated, raters assign writing scores as well as "social awareness" scores for each writing sample. These numerical values are then treated statistically to test for significant gain (.05 level) over a two-year period. As data is collected over time, more meaningful and reliable statistical interpretations can be made. It is the institutional intent that the information gathered from such assessments will help strengthen the curriculum as well as student services. Consequently, the institution will experience increased student satisfaction and retention.

All writing samples are graded by a panel of three faculty raters. This panel is trained in the use of the "Communication Evaluation Form" described herein (see endnote 8). Training seminars for faculty raters are conducted by members of the English department during the first six weeks of the semester in which the writing samples are taken (see endnote 9). Raters are selected by the assessment committee to serve three-year terms; a rotation schedule for service in this capacity is monitored by the assessment committee.

It is the practice of NCCC to make all writing samples anonymous through use of student identification numbers and/or social security numbers. Outcomes data is utilized primarily as group data; however, the use of student numbers provides the means for tracking and feedback to individual students when necessary and appropriate.

Use of Data

Data from both the CAAP exam and the writing samples are analyzed by the Assessment Committee. Following this analysis, the information is given to the Vice President for Academic and Student Affairs for

discussion with division chairs. Division chairs then take appropriate group information to their respective faculties who consider the results in called division meetings or committees. These considerations culminate in recommendations to the Curriculum Committee for change if deemed necessary. At this point the Curriculum Committee will arrange for joint sessions with the Assessment Committee if additional information or analysis is felt to be necessary before making final recommendations to the VP for Academic and Student Affairs.

Assessment information appropriate to specific individuals is considered in discussions between division chairs and the individual involved.

In addition to its effect upon curricular decisions, data applicable to the entire college is gleaned jointly by the VP for Academic and Student Affairs and the Academic and Student Affairs Council for ideas which lend themselves to useful staff development activities.

Primary Responsibility: Director of Admissions
Approximate Cost: $750.00

C. Assessment of Vocational Education

With the exception of students entering the nursing program, all first-time, full-time vocational students will be assessed in the manner previously described. In addition, however, competencies will be formally assessed through use of the "Student Occupational Competency Achievement Testing" (SOCAT) program in a pre-test / post-test design .

Students applying for entrance into the nursing program are tested initially for reading comprehension and math ability by the "Nursing Entrance Test" (NET). If the necessary scores are attained on this test, the students are then interviewed by the Director of Nursing as a final step in the acceptance process.

Those students who are accepted then enter the Level I nursing program. Throughout this program students take the regular unit tests as well as five NLN tests. Level II students must pass regular unit tests and four additional NLN tests. LPN's desiring to enter Level II must successfully complete the "bridge" course and one NLN examination before entering Level II. Finally, all nursing students wishing to be certified as registered nurses must successfully complete state licensure exams. Licensed Practical Nursing students and Registered Nursing students take the state licensure examination, computer adaptive testing, (CAT) within one month after graduation.

Use of Data

Analysis and use of data for vocational students is much the same as for all other students. Information is passed from the Assessment Committee to the VP for Academic and Student Affairs. After this administrator has discussed the information with the appropriate Division Chair, group information is taken to division faculties who consider the results and make appropriate recommendations to the Curriculum Committee. The Curriculum Committee then arranges for joint sessions with the Assessment Committee if additional information or analysis is felt to be necessary prior to final recommendations to the Vice President.

As previously mentioned, assessment information appropriate to specific instructors is considered in discussions between division chairs and the individual involved.

Data applicable to the entire college is gleaned jointly by the Vice President for Academic Affairs, Academic Affairs Council, and the Academic and Student Affairs Council for ideas which lend themselves to useful staff development activities.

Primary Responsibility: Assistant Dean for Technical and Industrial Education and the Director of Nursing
Approximate Cost: $2,500.00
Population: All First-Time, Full-Time Vocational Students

D. Assessment of Remedial / Developmental Studies (see endnote 15)

All first-time, full-time students are assessed in the manner previously descnbed. In addition, reading competencies of all reading class students are formally assessed through use of the Nelson/Denny in a pre-test / post-test design. Basic mathematics and basic writing students are assessed with an instructor-designed pre-test and post-test.

ABE/GED students are assessed pre- and post-test with the CASAS as mandated by the state of Kansas. Data from these tests are given to the Kansas State Department of Education.

Use of Data

Analysis and use of data for students in the Learning Resource Center is much the same as for all other students. Information is passed from the Assessment Committee to the VP for Academic and Student Affairs. The VP previews the data and discusses the results with the Director of Basic Skills. Data from the ABE/GED program are discussed with the Director of Continuing Education. Curricular and / or instructional modifications are then initiated if appropriate.

Primary Responsibility: Director of Basic Skills and Director of Continuing Education
Approximate Cost: $750.00

VII **COURSE ASSESSMENTS** (see endnotes 10, 13)

Although CAAP and institutional writing samples comprise the major portion of the institutional assessment, the faculty and administration is desirous that such measures not be limited to general education outcomes. As a result, another significant facet in assessment of student academic achievement is the use of instructor-determined measures of student gain. These measures are in addition to the normal testing efforts of each course.

To accomplish this end, each instructor is to include one of the following measures as a part of every course syllabus which satisfies graduation requirements. Each instructor chooses the method felt most appropriate for his/her class; instructors teaching courses with common syllabi make the choices jointly. For those classes spanning disciplines (i.e., Technical Writing / English Composition or Photography/Journalism), instructors coordinate choices to the extent that it is possible and realistic. In any case it is the responsibility of the instructor(s) to construct the chosen measure(s) to assess stated course objectives. At the end of each term, the instructor then submits a report to the division chair outlining the percentage of students who have reached each objective.

Instructors choose one or a combination of the following for inclusion in the course syllabi. Regardless of the choices, they are patterned to assess the expected student outcomes which are stated on the syllabi. Exceptions not falling within one of the following categories must be approved by the Division Chair or Dean of Instruction.

A. Pre- and Post Testing

Pre-testing is conducted to determine the level of knowledge possessed by entering students. At the conclusion of the course, a post-test is conducted to determine the student gain. Courses taught by more than one full-time faculty member utilize a common, agree-upon group of test items for the testing. Individual instructors may then add items for their own purposes if they so wish. Instruments so developed are subject to review of the Vice President for Academic Affairs and/or Assessment Committee.

B. Pre- and Post Testing of Performance

This methodology should be utilized in a manner similar to that discussed in the previous paragraph. It is used, however, as a means of testing skills rather than knowledge. All performance tests are approved by full-time instructors who teach the courses. Instruments so developed are subject to the review of the Vice President for Academic and Student Affairs and/or Assessment Committee.

C. Pre- and Post Writing Assignments

This method of assessing gain involves the administration of a writing assignment near the beginning of a term to evaluate the student's ability to communicate as well as to express a knowledge of the particular discipline. A similar assignment is then administered near the end of the term to assess gain in communication ability as well as discipline-based knowledge. One or more topics may be used; all topics must be approved by full-time faculty who teach the course. To obviate the adverse effects of poor penmanship, such assignments are, if possible,

completed on a typewriter or word processor. Topics and methodology are subject to review of the Vice President for Academic and Student Affairs and/or Assessment Committee.

D. Reading/Writing Assignments
Students are assigned appropriate readings (books, magazines, etc.) pertinent to the course. A "pre-test" report is required near the beginning of the semester with a "post-test" report being required near the end of the semester. In both reports the topic(s) are such that they must address the stated course objectives. Appropriate comparisons of the reports are made by the instructor to determine gain in the student's ability to communicate a knowledge of subject matter. Reading lists are compiled by the instructor or, if appropriate, by the instructors in the department. In any case both the lists and the methodology to be used is subject to review of the Vice President for Academic and Student Affairs and/or Assessment Committee.

E. Non-traditional Assessments
Instructors may choose to include in the syllabus a type of assessment applicable only to a particular course. Portfolios, interviews, etc. are examples of such measures. Whatever the design of the instrument, it must be formally structured, relate directly to the course objectives, and be subject to review of the Vice President for Academic and Student Affairs and/or Assessment Committee.

Use of Data

Results of course assessments through the initial year will be reported to Division Chairs who will confer with instructors concerning possibilities for improvement -- course content, objectives, methods of instruction, etc. In ensuing years Division Chairs will report results to the Vice President for Academic and Student Affairs who will analyze results across the institution to identify areas which might benefit from formal staff development activities.

Primary Responsibility: Course Instructors
Approximate Cost: None
Population: All first-time, full-time students

VIII OTHER AIDS IN OUTCOMES ASSESSMENT (see endnote 11)

A. Course Syllabi

NCCC faculty have developed a common format for course syllabi. This practice is intended to assist students in both the understanding of course requirements and in the assessment methodology used by the instructor.

Each course syllabus is to contain the following categories: (a) course title, (b) classification of instruction, i.e. academic or vocational, (c) course description, (d) prerequisites and/or co-requisites, (e) texts, (f) course objectives, (g) course outline, (h) instructional methods, (i) methods of evaluation, (j) grading practices, and (k) assessment of student gain.

All syllabi with the same title and course number are developed by the full-time faculty involved and have the same content. In addition to the methods of evaluation mentioned in the previous paragraph, each syllabus must outline the chosen form of pre- and post-assessment discussed under "VII Course Assessment." If a non-traditional form of pre- and post assessment has been chosen, it is to be explained to the extent that a student will thoroughly understand.

Primary Responsibility: Course Instructors
Approximate Cost: None
Population: NA

B. Follow-up Assessment

1. Student Satisfaction Survey

Each year the Director of Admissions is responsible for administration of the ACT Student Opinion Survey. This instrument allows the institution to compile at regular intervals an updated student profile, primary reasons for selecting and attending the college, and overall student impressions of quality. Impressions of quality include but are not limited to considerations of counseling, job placement, financial aid, recreational and intramural programs, library resources, tutorial services, food services, social activities, cultural programs and activities, placement, academic programs, admissions, rules and policies, facilities, and provisions for registration. It is the responsibility of the Director of Admissions to compile and disseminate responses to all faculty, administration, and members of the Board through appropriate channels. The Academic Affairs Council and the Academic and Student Affairs Council will analyze the data for recommendations pertaining to the areas listed above.

Primary Responsibility: Director of Admissions
Approximate Cost: $1,000.00
Population: All Students

2. Graduate Follow-Up

On three- and five-year cycles the Director of Admissions is responsible for administering graduate follow-up surveys. These surveys are somewhat comprehensive in nature as they inquire into student satisfaction with various aspects of the students' experience while in attendance at the college. The survey includes but is not limited

to such considerations as instruction, faculty effectiveness, support staff, preparation, facilities, equipment, atmosphere, institutional strengths, institutional weaknesses, employment success, and employer satisfaction. It is the responsibility of the Director of Admissions to compile and disseminate responses to all faculty, administrators, member of the Board, and members of advisory committees. The Academic Affairs Council and the Academic and Student Affairs Council will analyze the data for recommendations pertaining to the areas listed above.

Primary Responsibility: Director of Admissions
Approximate Cost: $200.00
Population: All degree and certificate graduates

3. Employer Satisfaction Survey

In alternate years it is the responsibility of the Director of Admissions to administer, compile, and disseminate responses from the Employer Satisfaction Survey to members of the Academic Affairs Council and to members of vocational advisory committees. The Academic Affairs Council will analyze the returns, meet and confer with appropriate advisory committees, and make necessary recommendations to the Curriculum Committee for the improvement of curriculum, teaching, and learning.

Primary Responsibility: Director of Admissions
Approximate Cost: $100.00
Population: All Identifiable Service-Area Employers

4. Course Grades and GPA Records

Although current research casts doubt upon their value, traditional course grades and grade point averages continue to be a facet of assessment of student academic achievement. The institution clearly recognizes, however, that such measures when used alone may be considerably misleading. It is for this reason that grades and GPA's for incoming as well as for outgoing students are used in conjunction with the various other measures described herein. The indicators give valuable insights concerning quality when properly compared with those of other community colleges and Regents institutions.

Primary Responsibility: Director of Admissions
Approximate Cost: None
Population: NA

5. Advisory Committee Reports

All vocational programs as well as all Tech/Prep initiatives on campus utilize functioning advisory committees. Although such committees are

not formally involved in assessing student achievement, they are heavily involved in assessing the effectiveness of programs through submission of periodic anecdotal reports dealing with their perceptions of course and program quality. Such input, of course, ultimately affects the achievement of students involved.

Primary Responsibility: Appropriate Program Directors
Cost: None
Population: Advisory Committee Members

6. Drop / Withdrawal Survey

Throughout the course of each school year, the institution determines and records to the extent possible the reasons for student drops and withdrawals. The primary purpose of the effort is to determine and eliminate any unnecessary hindrances to student achievement. Like advisory committee comments, these records must be carefully scrutinized and used with care; however, they are on occasion an invaluable facet of the total process of monitoring student achievement.

Primary Responsibility: Director of Admissions
Cost: None
Population: All Students Withdrawing from Classes

7. Vocational Tests (Student Occupational Competency Achievement Test) SOCAT

The Student Occupational Competency Achievement Test is developed and normed by the National Occupational Competency Testing Institute. NCCC uses the instrument in a pre- and post-test design as a means of assessing student gain and competency. During the initial year of assessment, data is presented to the Associate Dean for Trade and Industry for use in conferences with individual faculty members. In ensuing years the Associate Dean for Trade and Industry will confer with the Vice President for Academic and Student Affairs concerning results. This conference will be followed with division meetings to develop recommendations for curricular change, course objectives, teaching strategies, or staff development activities.

Primary Responsibility: Associate Dean of T and I
Cost: $300.00
Population: All Vocational Students Excluding Nursing

Assessment utilized by the nursing department was briefly described in Section V-C, page 3 and Section C, page 7.

Primary Responsibility: Director of Nursing
Cost: $2,850.00
Population: All Nursing Program Students

8. Vocational Competencies

All programs at the college utilize appropriate occupational competencies developed by the Kansas State Department of Education. Such lists, however, may be amended by instructors and/or advisory committees where new competencies are developing. At the conclusion of each course of study, instructors are required to determine for each student the level of competency reached for each of the statements and to provide this information to the student for his/her benefit. Competency lists are then included as a part of the student transcript record.

Primary Responsibility: Course Instructors
Cost: None
Population: All Vocational Students

9. IBM ACCUPLACER

The college has recently made a considerable commitment to testing, placement, and remediation through the purchase of the IBM ACCUPLACER system. At this point the lack of experience with the system makes it impossible to incorporate its capabilities into the total institutional assessment plan. It appears, however, that this system will offer numerous possibilities, particularly in the areas of assessment, placement, and instruction.

Primary Responsibility: Director of Admissions
Approximate Cost: $30,000

COMMUNICATION EVALUATION FORM

(Paper No._____) (Rater_____)

Ideas
(ideas clearly related to assignment, adequate points included to accomplish purpose, demonstration of adequate thought about the problem, proper logic, adequate support)

3 4 5 6 7 8 9 10

Organization
(crux of the purpose stated in an interesting manner, clear plan of organization, progression without vacillation, ideas treated in proportion to their importance)

3 4 5 6 7 8 9 10

Expression
(imagination demonstrated in use of words, affected style avoided, variety of expression demonstrated)

2 3 4 5 6 7 8 9

Style
(appropriate to assignment; convincing; expressive; descriptive; smooth transitions; mature, sentences complete or appropriate if fragments; structures easily understood; varied when necessary; modification, coordination, subordination, parallelism, etc. acceptable)

2 3 4 5 6 7 8 9

Punctuation, Numbers, Capitals, Abbreviations, Spelling
(all meet generally acceptable standards)

2 3 4 5 6 7 8 9

_____
Total Writing Score

3 4 5 6 7 8 9 10
Social Awareness Score
(Circle one number)

SCORING CRITERIA for Ideas and Organization

Score 8 - 10: The student has given considerable thought to the topic and has written what he/she really believes. Each point has been discussed and supported enough to demonstrate clearly the intended meaning, the reader is given enough information to be convinced. Points are clearly related to the assigned topic and no necessary points have been overlooked.

Score 6 - 7: There are indications that the writer may not really believe what is written or does not fully understand what the assignment means. The writer may be trying to bluff, to write what the rater might want, or just to get by. Major points are only marginally explained and are not very clear. The writer seems to be writing what he/she believes will sound good and satisfy a requirement.

Score 3 - 5: It is hard to understand the writer's points, or they are not worth understanding. The writer is trying only to get something on paper. Explanations are inadequate; there is little or no support for the assertions, or points are simply repeated in different words. The writing cannot be considered believable.

SCORING CRITERIA for Expression, Style, Punctuation, etc

Score 2 = Very weak
Score 9 = Very strong

Institutional Assessment of Student Academic Achievement
Major Activities
Timeline

Administer ASSET, ACT, ACCUPLACER for placement----------prior to opening

Confirm proper placement through informal classroom assessments----week 1 - 2

CAAP pre-testing----------week 2 - 3

Institutional Writing Samples (pre)----------week 2 - 3

Course Assessments (pre)----------week 2

CAAP post-testing----------week 15 - 17

Institutional Writing Samples (post)----------week 15 - 17

Course Assessments (post)----------week 15 - 17

Student Satisfaction Survey----------each spring

Graduate Follow ups----------1994 for 1991 graduates / 1996 for 1993 graduates

Employer Satisfaction Survey----------each summer

Transfer Success Follow up----------each summer

Advisory Committee Reports----------spring following graduation

Drop/Withdrawal Survey (summary)----------spring following graduation

National League of Nursing Exam Schedule
Chanute and Independence

Course I	Fundamentals for Practical Nursing Students	----------fall
Course V	Nursing the Childbearing Family	----------fall
Course VI	Psychiatric Nursing	----------fall
Course III	Med. Surg. Nursing for Practical Nursing	----------spring

Course III	Pharmacology for Practical Nursing----------	spring
Course VII	Nursing of Children----------	spring
Course VII	Mosby's Unsecured Assessment Test----------	spring
Bridge	Nursing Profile I----------	summer
Course IV	Maternity Nursing for Practical Nursing----------	summer
Course IV	Nursing of Children for Practical Nursing----------	summer

Ottawa

Course III	Med. Surg. Nursing for Practical Nursing----------	fall
Course III	Pharmacology for Practical Nursing ----------	fall
Course IV	Maternity Nursing for Practical Nursing----------	fall
Course IV	Nursing of Children for Practical Nursing----------	fall
Course VII	Nursing of Children----------	fall
Course VII	Mosby's Unsecured Assessment Test----------	fall
Course I	Fundamentals for Practical Nursing Students----------	spring
Course V	Nursing the Childbearing Family----------	spring
Course VI	Psychiatric Nursing----------	spring

ENDNOTES
Assessment
of
Student Academic Achievement

These notes are provided as a historical reference as well as an indication of the "growth" of the assessment document. It is the belief of the institution that maintenance of such a format will not interfere with the readability of the plan while at the same time will retain past plans and information if needed.

1. Neosho County Community College routinely reviews its institutional mission and purposes. The review conducted in the fall of 1992 produced the revision printed in this document. Previous statements of purpose and mission may be found in former catalog editions.

2. Initial institutional definitions of general education were limited to considerations of reading, writing, and math. It will be noted that the current definition adds consideration of scientific inquiry as well as cultural and social diversity.

3. The initial assessment committee was comprised of the Vice President for Academic and Student Affairs, a Division Chair, and a faculty member. The current composition more nearly represents the scope of institutional offerings and may be found in the Personnel Handbook.

4. Students are now mandatorily placed if entrance testing indicates the need. The previous policy was stated as follows: "If a student chooses not to accept recommended placement, both the student and advisor so indicate by signing an appropriate form. The student is then required to obtain the additional signature of the Division Chair or appropriate Vice President, at which time he is counseled concerning the academic deficiencies and recommended placement. If the student still chooses to refuse placement, he is allowed to enroll as he wishes."

5. Contrary to initial plans, testing dates are now a part of the established college calendar.

6. Initial plans for pre- and post-testing utilized the following rotational scheme: "For pre-test purposes, students are divided into two groups. Group number one completes the objective writing and reading modules of CAAP; group number two completes the math and science modules of CAAP. Each of these tests is designed for completion in forty minutes. Following a break and adequate time for rotating to the next test site, the process is repeated with each group taking the next test."

7. Post-test writing samples were originally planned as an integral part of the testing rotation scheme and not as a part of classroom requirements. Inclusion as part of the classroom requirements will more nearly insure that students produce their best efforts.

8. The form used for holistic grading of the writing samples (Communication Evaluation Form) has undergone three revisions. Each revision has shortened the process while at the same time has increased objectivity.

9. Although the original intent was to conduct "in-house" training, the decision was made to utilize a consultant from Emporia State University. This approach was a conscious attempt to increase validity in the minds of staff by using "outside experts."

10. Initial plans for course assessments provided that every instructor develop his/her approach within the established guidelines. The plan now provides that instructors teaching courses with common syllabi make the choices jointly.

11. All course syllabi satisfying graduation requirements are now required to include a section describing "Assessment of Student Gain." Guidelines are contained in the "Assessment of Student Academic Achievement" plan. The primary purpose for this requirement is to move closer to assessment of the entire curriculum. To assess only general education is to overlook huge, significant portions of the college offering.

12. The timeline for major assessment activities has undergone several revisions and will continue to do so. Each revision will allow the assessment plan to show greater congruence with the total operation of the college.

13. The nursing program employs the pre/post concept throughout all nursing courses. All applicant to the program are ranked by use of the Nurse Entrance Test (NET). Admission is then based on the number of program slots and scores on the pre-test. NLN nationally normed, standardized tests are administered after Nursing I, III, IV, Bridge, V, VI, and VII. These tests are a course requirement to complete the class.

The results of the NLN tests are communicated to the students to let them know how they are progressing. Instructors utilize the results as feedback and for advisement, using individual scores and class means to compare to national norms.

14. Initially, the institution established separate committees for assessment of student academic achievement and for assessment of the total institutional operation. In April 1994 purposes of the student academic achievement committee were subsumed within a single committee with oversight responsibilities for all institutional assessment.